Forensic Psychology half notes hand written with pictures

Intro To Forensic Psychology (Griffith University)

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Trimester 1 Bachelor of Psychology

Forensic Psychology

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FORENSIC

Forensic Psychology Tutorial week 1

Quizes. - FRIDAY MORNING

There will be 5 Quizes each count as 2% each so in total 10% of the grade will be from the Quizes.
Quizes will be held in weeks 2, 4, 6, 8, 10.
Quizes will be done on friday done by 5pm. so friday morning.

Assignment:

The assignment will be worth 50 percent.
It is due 20th September 8.55am.
word count is from 1800 - 2200 no below or above this

Topic chosen:

3. Outline and provide supporting evidence for why a person might confess to a crime they have not committed.

↳ Begin research this week.

What is a crime?

Crime is defined by referring to the laws of the land. A physical act that goes against the law, it varries on cultural beliefs and morals goes against basic human rights.

Who determines what is a criminal act?

The law, individually aswell what a persons morals and beliefs and if the act goes against those then it will be perseved as a criminal act. This also includes family's beliefs due to similar morals and beliefs. Police, lawyers, prosecuters, judges, UN, parliment, goverinment, law makers.

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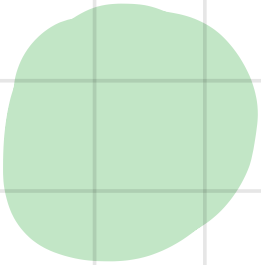
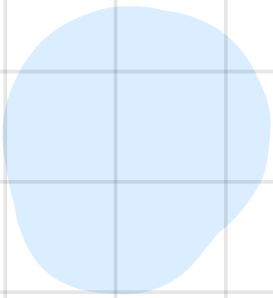


Definitions



Case Study

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Week 1

Topic 1A.1 Mini Lecture

What is Forensic Psychology?

psychology - science of being human thoughts, emotions (Cognitions, Affect) ↳ behaviours

forensic - of the courts.

criminal psychology = psychology of criminal behaviour as well as the social context of behaviour

forensic psychology = Criminal law psychology, civill law family law
"psychology of the courts" These three together is forensic psyc

Definition

Topic 1A.2 Mini Lecture

History of forensic and criminal psychology

Timeline 19th C

- Changes in the law
  - insanity and competence to stand trial
- Links with parent dicipline
  - e.g. Ebbinghus - memory research
- Social change
  - Greater recognition of child sex abuse in recent time

Beccaria (late 18th C) - free will and the pleasure/pain priciple

Lombroso - his results and findings were discredited however showed the first statistics of physical differences in criminals.

Shrenk-Nortzing (late 19th C) - effect of media on witness memory.

Topic 1A.3 Mini Lecture

Tensions Between psychology / law.

- Why did it take so much time to be formally recognized?
  - ↳ forensic psychology work within a legal system devised for the development and application of the law
  - ↳ Both law and psychology focus on the individual
  - ↳ Both concerned with predicting, explaining and controlling behaviour: BUT 8 sources of conflict
    - ↳ law stresses convertism
    - ↳ law is authoritative, psych is empirical
    - ↳ law relies on adversarial process, psych relies on experimentation.
    - ↳ law is prescriptive, psych is descriptive.

e.g. Differences like these effected the upbringing of forensic psychology

Determinism versus free will
Ecological validity of research. } Different in both area.

We will be covering three topics in this module.
1. what is forensic psychology
2. History of forensic and criminal psychology.
3. Tensions between psychology and law?

Summary

1.1 It is clear that the scope of forensic psychology is very broad. The focus within this course is on the production and application of psychological knowledge as it relates to the criminal justice system and offending.

1.2 Although considered a relatively new field, foundational work within the discipline of forensic psychology can be traced back many centuries. It is now an important branch of contemporary psychology.

1.3 Despite conflicts between the disciplines of psychology and law, several factors have contributed to the greater acceptance of psychology in a legal setting. Today professional organisations and training exist to support the discipline (e.g., Australian Psychological Society's College of Forensic Psychologists, and accredited university postgraduate programs).

Do readings of Chapter 1.
History of forensic psychology.

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Week 1

Crime In Contexts
Topic 1B.1 Mini Lecture

Defining crime.
↳ referring to the laws of the land.

↓ little consensus around the term
↓ some crimes are obvious → murder
↓ some examples are not clear cut → domestic abuse

- How do we decide what is criminal?
  ↳ lawyers, government, police
  ↳ laws can vary under jurisdictions.

Durkheim and the Functionality of crime.
In 1895 crime performs a functional social role.
↓ too much control or regulations limits this social change.
  ↳ produces a society that is too highly regulated.
  ↳ leads to 'anomie' = lack of values to guide behaviour that in turn will undercut social cohesion on our ability to live together peacefully.

Crime is Socially Constructed
Crime is always socially defined and constructed.
  ↳ constantly changing idea, perceptions and conceptions.
  ↳ Dependent on world view
Point: what may be crime to me may not be crime to you

How we understand crime is a result of social practices as:
- legal definitions
- reporting practices of victims / observers of criminal conduct
- recording practices of police
- prosecution policy and practices
- court room interpretations of conduct
- mechanisms to report crime e.g. victim, surveys, police records.

However → these factors are unstable and subject to change.

Understanding crime.
↳ as law changes so too does definition of crime.
- Terrorism laws (9/11 Bali)

Crime is what the law defines as crime

> "Crime is an intentional violation of the criminal law committed without excuse and penalised by the state"

- However this legal definition strips crime of any moral dimension and ignores social context.
- it suggests something is a crime only when it violates criminal law

Human Rights Definitions
↳ widins definition of crime by looking at all activities that violate a code of human rights.

↳ A social harm conception of crime says that crime involvs both civil offenses and criminal offences

Topic 1B.2 Mini Lecture

The Extent of crime.
↳ statistics that need to be understood.
↳ crimes change over the years

Murder 2019
- crime rate of 2010 to 2019 with murder is decreasing.
- nature of a specific offense changes with society it may change over the years

To what extent criminal behaviour normal?
↳ General Imprisonment rates
- 215 persons per 100,000 (2017 march)
- Aboriginal / Torres Strait Isl 2403 per 100,000

Farrington and Kidd (1977) 'lost envelope study'
- Envelops with letter but no money enclosed - 95% returned
- Envelops with £1 - 75% returned
- Envelops with £5 - 55% returned

Braithwaite's 13 Powerful associations of crime.
more:
- more men, female increasing
- unmarried people
- big cities
- youth who do poorly at school
- youth with associated with crime

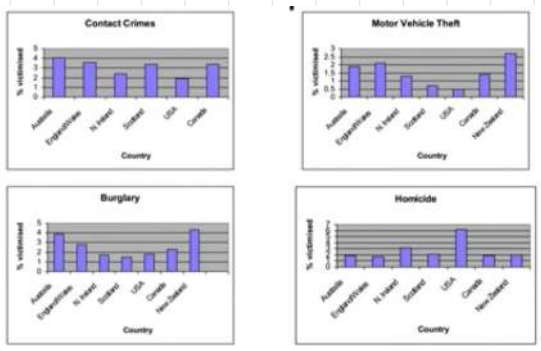
less:
- more attached to their school
- youth who have high aspirations
- youth attached to their parents
- strongly commited to the law

- Crime rates have been increasing since WWII however they are now decreasing.

International Crime rates
□ International Crime Victimisation Survey (2000)

	England and Wales (%)	United States (%)	Australia (%)
Sexual crime	3.0	2.5	1.0
Assault and threat	5.0	5.7	6.0
Burglary	3.5	2.6	6.6

Note. Prevalence rates (i.e., % report being victim of a crime) in past 12 months. In total, about 30% of the Australian sample reported being victimised by some type of crime



Source: Goldsmith et al (2006), p29-30

Assult rates
↳ decreasing.
↳ 4.7% in Qld, 8.1% in NT

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Week 1

Topic 1B.3 Mini Lecture

Sources of crime data and the australian criminal justice system.

Crime Data

- crimes reported to the police
- surveys
- court statistics - after the defendent has been found guilty
- prison statistics

Its important crime, how it varries over time and from place to place.

6 limitations to police

1. Police dont cover all crime
   - Eg. coporate offenses.
2. police statistics rely on reports to police
   - changes to police practices can change level of
3. recorded crime.
   - e.g. 'police blitz'
4. Changes to police recording practices can change recorded levels of crime
   - only most serious offense recorded.
   - Offence counted from time reported, not time offen occured
5. Biases / Police Discretion
   - e.g. traffic offenses > 1x warning
   - Police react differently > youth / elderly / white / indigenous.
6. If criminal justice personnal numbers increase, more crime can be processed / detected

Crime Victim surveys

- most common alternative
- attempt to gather a representative sample and respondents asked to recall their experience of victimisation over past 12 months.
- usually anonymous

⇩ ⇩ ⇩

These can help to interpret-police crime statistics.
additionally for crimes involving identifiable victims, surveys give a a more accurate picture of the true level of crime than police statistics.

Recall error

Telescoping - not accurately recalling when the incident occored.
Repeat victimisation - boundaries between each crime become blurred

Self report Offender Surveys.

- people tend to under report
- few people do this in Australia

Other data

- Court Statistics
- Prison Statistics
- Accident / emergency data
  - all data provide a different perspective on criminal activity

Review content in yellow.
↳ do textbook reading.
FIGHTING!

Topic 1B.4 Mini Lecture

Public attitudes to crime and fear of crime 2.A

- attitudes to crime matter.
- Evidence that the public appears to have a tough minded attitude towards crime.
  - -> Redondo et al (1996) study in spain
  - Evidence that the public's knowledge about crime rates is over-estimated.

Stanley Cohen (1972, 1980)

- Mods vs Rockers > Moral panik
  came in town > did damage > boredom.
- Wide news coverage on issue
  - > police dealt with it
- Press exagerated damage / violence
  - > Press let down Internationally
  - > triggered a reaction
  - > police going there added drama

Public attitudes to crime and fear of crime 2.B

- The perceived threat of a crime is greater than the actual liklihood.
- Moral panics have, at times, led to new legislation e.g. sex offenders laws / preventative detention)
- Fear of crime is not always commensurate with actual risk of victimisation.
  - fear-victimisation paradox (Clark, 2004)

Definition.

In this context the fear of crime is viewed just as fear of victimization. This is the cognitive dimension of fear of crime, the perception that one is vulnerable and exposed to victimization, and that victimization has serious consequences for oneself.[3] That's why I prefer the term "Fear of Victimization – Paradox".

Influenced by Direct knowledge, mass media, personality and social characteristics.

- most at risk young / adult males
- females most likely assulted by someone they know

Theories of 'Fear of Crime'

Cultivation Theory: mass media, particularly television major form of cultural transmission.

Argues that move hours spent watching TV associated with world view of high crime levels. (Gerber, 1972)

Availability heuristic theory: We are able to better access some information from our memory than other information.

fear of crime partly influenced by how readily we acess images of crime (Shrum, 1996)

Found rape imagery particularly prevalent in soap operas

Cognitive theory:
According to Winkel (1998), fear or emotional vulnerability influenced by: • subjective belief of victimisation risk • perceived negative impact.

If an Event occurs this can have a Priming effect / change effect.

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Week 2

Tutorial

Theories

↳ used to explain, predict, various components and their relationship with each other are explained to make sense of the world.

The correlation between IQ and crime for adults is: 0.1

0.0 = no correlation
1.0 = full correlation

} makes sense because smart people wouldnt risk their future.

Neuropsychological theories

people commit crime to physiological, anatomical or genetic defects.

Examples of biological abnormalities
↳ damage abnormalities.
↳ neurons damaged or not working

⇦ Charles Joseph Whittman.
Brain Tumor

Attachment theory

Early attachment experiences with caregivers provide a template for future relationships.

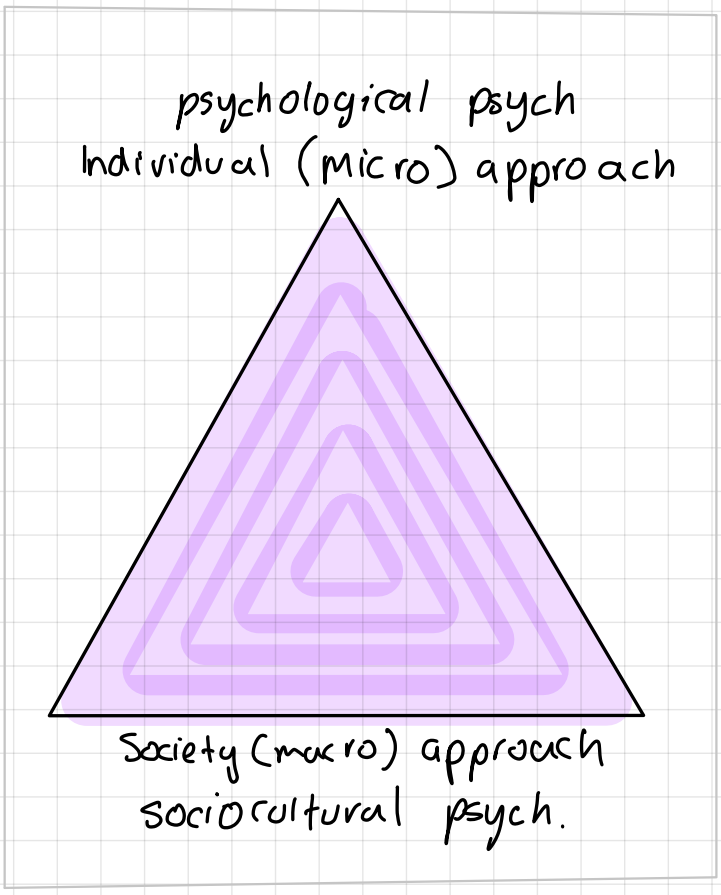
Social learning theory.

social learning theory states that behaviour is learned via observational learning. (aka. modelling)

- family, subculture, Symbolic.

Motivational factors
↳ external reinforcement
↳ vicarious reinforcement
↳ self-reinforcement.

Bobo doll
↳ two different groups
↳ one who saw the doll and one who didnt
↳ children who saw the adult model behaving aggressively towards the bobo doll carried out aggresive actions while playing. different sex models differed



Bandura (1961)

↗ social cognitive theory

Bandura (1961)

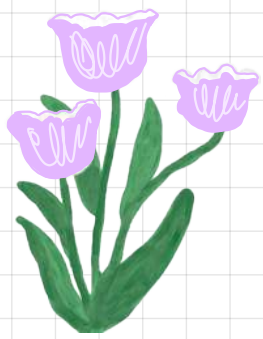
Social Cognitive theory was theorized by Albert Bandura in 1977. The theory states that behavior learned from the environment is through the process of observational learning. He suggests that children tend to observe the people around them, as they show a variety of behavioral ways. Social Cognitive theory is illustrated during the famous experiment conducted by Albert Bandura himself: "The Bobo Experiment (1961)"

Bandura (1961) aimed to whether social behavior e.g aggression can be acquired by observation. 72 children (36 boys, 36girls) mean aged 4 years from Stanford university were divided into three groups matched on levels of aggression before the experiment. One group saw the adult model behave aggressively towards a bobo doll, one group saw the model assemble toys , and the last group was the control. A bobo doll is a large human sized inflatable doll which is seen to act as a punching bag as well as an inflatable. The children were further divided up into groups so that some saw same sex models and some saw opposite sex models. The laboratory was set up as a play room with toys and a bobo doll. The model wither played with the toys of behaved aggressively towards the bobo doll. After seeing this , the children were brought into a room with toys and were told not to play with them in order to frustrate them. Then they were taken in a room with toys and a bobo doll where they were observed for 20minutes through a one way mirror.

Children who had seen an aggressive model were significantly more aggressive both psychically and verbally towards the bobo doll. They imitated the aggressive behavior of the model but also showed other forms of aggression. Children were also more likely to imitate same sex models. Boys where more aggressive than girls overall. This key study supports social cognitive theory. Aggressive behaviors can be learned through observational learning. It is not possible to conclude that children always became aggressive when they watch violent models (e.g, television or at home). Generally, research supports that children tend to imitate same - sex models more and this is also the case for adults.

Case Study

Shooter Charles Joseph Whittman:
↳ aka had a brain tumor which proved neurospphological theory application to his situation



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Shows - neuropsychological theories - Brain tumor
- Attachment theory - mother, father
- Sociocultural theory - father, army

Week 2

Charles Joseph Whitman, a.k.a. "The Texas Tower Sniper"

Charles Whitman was a former Marine and sniper who killed 16 people at the University of Texas in 1966. Born on June 24, 1941, in Lake Worth, Florida, Charles Whitman served as a Marine before enrolling in the University of Texas. Suffering from mental illness and acute fits of anger, Whitman killed his mother and wife and on August 1, 1966, went atop a 300-foot tower, targeting people in the vicinity. He would kill 16 and injure many others before he was killed by police, who stormed the tower.

Whitman was born on June 24, 1941 in Lake Worth, Florida where his father, Charles Adolph "C.A." Whitman, ran a plumbing business and had, besides Whitman, two sons named Patrick and John with his wife, Margaret. He was sometimes abusive to her and would discipline his sons physically. Growing up, Charles was a pitcher in a local baseball team, took up piano lessons, was an Eagle Scout and was taught by his father how to handle firearms along with his brothers. All three brothers were also altar boys at the Sacred Heart Roman Catholic Church. On July 6, 1959, less than a month after he turned 18, Charles joined the U.S. Marine Corps. His father, who was strongly opposed to the decision, personally made a call to "some branch of Federal government" and tried to have his son's acceptance reversed. Charles spent most of his service at the USMC's base at Guantánamo Bay, Cuba and was a part of the Naval Enlisted Science Education Program (NESEP), a scholarship program which trained engineers who were to become officers. He earned a number of decorations, including a Sharpshooter's Badge, and proved to be an excellent marksman, especially at rapid fire from long distances and at moving targets. On September 15, 1961, he entered the mechanical engineering program at the University of Texas on a Marine Corps scholarship.

Social learning theory

While studying, Whitman practiced karate, scuba diving and was also an avid hunter; the latter got him in trouble on one occasion when he shot a deer, took its carcass to his dorm room and skinned it in the shower. Also, though he was quite intelligent, his grades were sub-par and he began racking up some gambling debts. After marrying his girlfriend, Kathy Leissner, he did pick up the slack a bit, but the USMC withdrew his scholarship in 1963 and he was sent to active duty at the Marine Corps Base Camp Lejeune near Jacksonville, North Carolina. Though he was promoted to the rank of Lance Corporal upon returning, it was difficult for him to re-adjust to the military after his time in civilian life; he was court-martialed for gambling, usury and possession of a non-regulation firearm. He was sentenced to 30 days of confinement and 90 days of hard labor and was demoted to the rank of Private. In 1964, he was honorably discharged, having had his father use his connections to get his service time shortened, and moved back to Austin, Texas, where he continued studying. While his wife worked as a biology teacher, he changed his major from mechanical engineering to architectural engineering and held down some jobs for short periods of time, including as a bill collector for Standard Finance Company, a bank teller and a traffic surveyor. He was also a Scoutmaster.

In May of 1966, Whitman was contacted by his mother, Margaret, who announced that she was filing for divorce from her husband after suffering from years of abuse. Whitman went to Fort Worth and helped her and one of his brothers, John, move to Austin, not far from Whitman. Also in 1966, Whitman was suffering from severe headaches and consulted a therapist at the university to discuss concerns he had over his mental health. The doctor recommended Whitman attend another session the following week, but he never returned.

Only went once

Frontal lobe
Decision making all over the place

On July 31, 1966, Whitman apparently finally snapped completely. During the day, he bought a knife and a pair of binoculars at a surplus store and Spam at a 7-11, all of which he brought with him to the shooting. Whitman then went to his mother's home and stabbed and shot her. In a note left with her body, Whitman explained that he was "truly sorry that this was the only way I could see to relieve her sufferings but I think it was best." After killing his mother, Whitman went home. Sometime after his wife went to sleep, he stabbed her to death. He typed a note before her death, stating that he was going to kill her. He said that "I love her dearly. . . . I cannot rationally pinpoint any specific reason for doing this." He thought it might have been his own selfishness or his desire to spare her from facing embarrassment over his actions. In the morning the next day, he called their respective workplaces and told them they wouldn't be able to make their shifts.

On August 1, he purchased a Universal M1 carbine rifle, claiming he was going to use it for hunting wild hogs, and a 12-gauge semiautomatic shotgun, the barrel and stock of which he shortened. He also bought numerous other items, including several other firearms, a hatchet and a machete (neither of which were used during the shooting), ammunition, water, gasoline, canned food, a portable radio, a compass, a flashlight and batteries, a can of charcoal starter, and a box of matches. He packed the supplies in his old Marine footlocker and loaded it onto a two-wheel dolly he had rented, paying with useless checks, and drove to the University of Texas dressed in khaki coveralls.

Arriving at the university, Whitman entered the Main Building's tower, using his old Career Identification Card which allowed him to carry heavy equipment on campus. He took the elevator to the 27th floor and carried his cargo up three floors. On the 28th floor, he knocked out a receptionist, Edna Townsley, with the butt of a rifle. She later died of her injuries in a hospital. A family of six (M.J. and Mary Gabour, their two sons Mark and Michael, and William and Marguerite Lamport) soon got past a barricade set up by Whitman and entered the floor he was on. He immediately fired at them with his sawed-off shotgun, killing Marguerite Lamport and Mark Gabour, as well as severely injuring Mary and Michael Gabour. M.J. Gabour and William Lamport escaped uninjured, both running for help. At 11:48 a.m., Whitman started firing with his rifles at random by passers from the tower's outer observation deck after barricading the door behind him. The rampage lasted less than two hours with most of the deaths and injuries occurring in the first 15 to 20 minutes. In total, he killed 16 people and wounded 30 more on the campus before being shot and killed by two police officers, with a wide range of civilians assisting authorities during the crisis.

In a suicide note prepared the evening prior, he requested that an autopsy of him be done after his death and that his remaining estate be donated to mental health research. His request was granted in the form of a police autopsy, which revealed that he had a brain tumor.

Tumor was near the amygdala > additional information.
↳ emotion, desire, sleep & responsibility.
Overtime showed ab-normal behaviour

Neuropsychological theories

- People commit crime due to physiological, anatomical or genetic defects. These may be:
  - inherited genetically
  - due to peri-natal or pre-natal conditions
  - a result of environmental factors
- Examples of biological abnormalities and irregularities related to violence:
  - Damage or abnormalities in brain
  - Irregular functioning of neurotransmitters

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Week 2

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Week 3

Juvenile Justice.

What are risk factors?

factors that increase the chances of experiencing negative life outcomes.

Risk factors for juveniles

- bad relationships
- low school grades
- toxic family
- low income
- brain abnormal
- family size may effect.
- may differ between cultures and religion.
  ↳ just some.

How should the justice system respond to juveniles who commit crimes?

-> differes with age.
-> 10 is different for age of juvenile.

Discussion Questions

pros / cons
of a conference / court
very big differences.

for juvenile / kids a conference may be more comfortable then court.

Conferences may have a follow up
↳ case worker, medicator.

depends on crime and age
if it needs a conference or court. session.

No conferencing for rape or crime.

Justice theories

There must be a proportional relationship between the act and the response.

Retributive Justice:

Refers to people's desire to **punish** those who violate rules or laws in order to re-establish justice; **pain** will vindicate.

Restorative Justice:

Refers to the **restoration** of victims, offenders, and community; what truly vindicates is acknowledgement of victims' harms and needs, combined with an active effort to encourage offenders to take responsibility, make right the wrongs, and address the causes of their behaviour.

Restorative Justice Conferences

- Restorative justice conferences are a tool in which restorative justice is delivered
- Involve bringing the offender and victim together to come to a mutually agreeable resolution
- Aims
  - Find a resolution that will satisfy all involved
  - Hold offenders accountable
  - Strengthen community bonds
  - Better address the needs of victims of crime

History of RJC

- Used by Maori people of New Zealand for hundreds of years
- Similar approaches use by other indigenous populations across the world, including the United States, Canada and Japan
- In 1989, New Zealand passed the *Children, Young Persons and Their Families Act*
- Soon afterward [redacted] RJCs spread to Australia and US
- Legislation supporting restorative justice practices and family group conferences has been enacted in many Australian jurisdictions

Sacro Restorative Justice conference. yt link.

offender, victim.

-> Introduced each other.
  ↳ talks about assult between offender / victim.
  ↳ talks about confidentiality.
  ↳ talks about what happened.
  ↳ makes a safe place for everyone
  ↳ bullyed the victim in the park.
  ↳ assulted and ran > came to a realisation what he did was bad.
  ↳ victims sister bullyed offender.
  ↳ both offender and victim recap what happened.
  ↳ victim fells unsafe and kept distance between people
  ↳ started drinking - victim > got into trouble

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Week 4

Tutorial

Essay Prep and Sexual Offenders
Week 4 tutorial.

Essay overview. Due Monday 22nd Sept
Length 2000 words (+/- 10%)
Weighting: 50%.

Topic chosen

- Choose one of the following topics to address:

1. Outline and provide supporting evidence for one of the theories/models that explain sexual offending.
2. Outline and provide supporting evidence for how adversity in life creates risks for juvenile offending
3. Outline and provide supporting evidence for why a person might confess to a crime they have not committed.

use referencing list not bibliography.

→ Read textbook

use .gov for better information than .com.

→ focus on one main topic of a confession.
↳ outline theory/model of choice.
↳ provide provide empirical evidence.
↳ make an argumen about how well that theory / model explains the sexual offending behaviour.

GENERAL.

Q3. OUTLINE AND PROVIDE SUPPORTING EVIDENCE FOR WHY A PERSON MIGHT CONFESS TO A CRIME THEY HAVE NOT COMMITTED

- Briefly outline the characteristics and prevalence of false confessions
- Outline a theory/model of choice that explains false confession
- Provide empirical (quantitative) evidence showing the relationship between the variables identified by the theory/model and false confessions
- Make an argument about how well that theory/model explains false confessions

Begin Research / content for this topic, additionally read textbook for this topic.

TOPIC COVERED IN WEEK 7
WEEK 7 (false and true confessions) - Howitt ch 17

Sexual Offending.

Dangerous Prisoners (sexual Offenders) ACT (QLD) 2003

- Allows for dangerous sex offenders to be jailed indefinitely after they have fulfilled their full sentence if assessed as a serious danger by two independent psychiatrists
- It overturned the belief that a convicted person will be free once they have completed their sentence
- Conceived after the public outcry in January 2003 when child rapist Dennis Raymond Ferguson (then 54) was freed

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Participation in treatment programs

Management of sex offenders on community-based orders

Notification and disclosure of information about sex offenders

Fact Sheet

January 2009

QUESTION: What is the *Dangerous Prisoner (Sexual Offenders) Act 2003*?

The *Dangerous Prisoner (Sexual Offenders) Act 2003* (DPSOA) came into force on 6 June 2003 and provides for the detention and supervision of serious sexual offenders after they have completed their sentence of imprisonment.

An application is made by the Attorney-General to the Supreme Court in the last six months of the prisoner's sentence and if an order is granted it takes effect at the expiry of the sentence. This takes two forms – a continuing detention order and a supervision order. If the court issues a continuing detention order it is reviewed annually and the court may determine to release the offender to supervision at one of the annual reviews. If it issues a supervision order, the court can impose a range of conditions including curfews, electronic monitoring, random alcohol and drug testing as well as excluding them from certain organisations or areas such as playgrounds and school.

Offenders subject to supervision orders are strictly monitored and taken back to court if they contravene the conditions of their order.

QUESTION: What are the other ways sex offenders are monitored?

Corrective Services

Sexual offenders may be sentenced by the court to community-based orders including probation or intensive correction orders. Under these orders sexual offenders would be supervised by Probation and Parole officers for the duration of the order. If an offender is in breach of any the conditions of these orders, they can be returned to the court and re-sentenced or the conditions of the order amended.

Sexual offenders, who have been sentenced to a term of imprisonment by the court, may apply to a Parole Board for early supervised release into the community. If granted parole these offenders are strictly supervised by Probation and Parole officers for the duration of their sentence.

Under the conditions of parole an offender must report and receive regular visits from Probation and Parole officers and may be tested for substance abuse. If a parolee is found in breach of their parole conditions they may have their parole order suspended or cancelled and returned to prison for the duration of their sentence.

Under section 27 of the *Corrective Services Act 2006* a prisoner (including those convicted of sexual offences) are not able to change their name without the permission of the chief executive, Corrective Services.

Amendments will be made to the DPSOA this year that will also provide that a dangerous prisoner will not be able to change their name without the permission of the chief executive, Corrective Services.

The Australian National Child Offender Register

The *Child Protection (Offender Reporting) Act 2004* is part of national legislation which provides for the registration of child sex offenders residing in or entering Queensland. This Act supports the operation of the Australian National Child Offender Register (ANCOR) which keeps details of all registered child sexual offenders (known as reportable offenders).

Offenders on the register must keep police informed of their current whereabouts and other personal details including any aliases, address and employment details, car registration details and any affiliations with clubs that have child membership or child participation.

Queensland Corrective Services assist in keeping the register up-to-date by disclosing to the police when an offender is:

- discharged/released from custody;
- re-enters custody;
- is transferred interstate;
- granted permission to travel; or
- ceases supervision.

Prohibition orders

The *Child Protection (Offender Prohibition Order) Act 2008* which commenced on 2 June 2008 provides further ways in which sex offenders can be supervised after their sentences have expired. Under this Act a prohibition order may be made against certain convicted child sex offenders to prohibit them from engaging in specified conduct. The court must be satisfied that the child sex offender has engaged in conduct which poses an unacceptable risk to the lives or sexual safety of children in the community. The conduct need not amount to a criminal offence. On making a prohibition order, the respondent to the order is placed on the ANCOR register if not already.

Child Protection

Under the *Child Protection Act 1999* corrective services officers can inform the Department of Child Safety if it is considered there is a risk of harm to a child from a supervised reportable offender.

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QUESTION: How does the disclosure system work and why are there penalties for breaches of confidentiality?

Release of confidential information brings with it certain responsbilities and duties.

Section 341(3)(e)(ii) of the *Corrective Services Act 2006* permits disclosure of confidential information by the chief executive where it is in the public interest to do. A similar provision has been in force in Queensland since 1 July 2001 in the *Corrective Services Act 2000.*

This provision is relied upon by Queensland Corrective Services when it discloses information about DPSOA offenders to members of the community. Information about offenders is only disclosed when the placement or employment of an offender at a particular location needs to be brought to the attention of individual community members. Any disclosure is made to residents in the immediate vicinity of the offender's residence or local schools and child care centres.

Before a person receives specific information about an offender they must acknowledge in writing the confidential nature of this information and their obligations as a person who has received confidential information. If the person does not wish to sign the acknowledgement form only general information is provided. General information may be that there is a convicted sex offender who is residing in the local neighbourhood.

QUESTION: How many sex offenders are there in Queensland?

On any given day, there are 840 sexual offenders in custody and about 600 sexual offenders on community supervision orders.

QUESTION: What is the average sex offender's profile?

There is no such thing as a typical sexual offender.

Most offenders are likely to know their victims. Research has shown that about a third of all sexual offenders are family members and less than 10 per cent of victims were unknown to the offender (Crime and Misconduct Commission, 2000).

Most offending tends to take place within the home of the offender or victim, which is often one and the same. Nearly all child sexual offenders are male (aged 14-73).

Intra-familial offenders have fewer victims, but longer abusive duration and more abusive acts. Incest offenders are the least likely group to re-offend.

Offenders who have victims both from within and outside the family are the smallest group but most have long abuse periods, have high numbers of victims and high numbers of abusive acts.

The least common group of child molesters are those that offend against stranger victims. This group is considered to be the most likely to reoffend.

Research shows rapists are more likely to offend against adult female victims, are more likely to have a history of violent offending and general anti-social behaviour, and their offences are likely to be more violent.

Megan's Law

Megan's Law is an informal name for laws in the United States (US) requiring law enforcement authorities to make information available to the public regarding registered sex offenders. Individual states decide what information will be made available and how it is disseminated. Commonly included information includes the offender's name, picture, address, incarceration date, and nature of the crime. The information is often displayed on free public websites, but can be published in newspapers, distributed in pamphlets, or through various other means.

Any person can access sexual offender registers. For example, the online Californian Sexual Offender Register can be accessed by acknowledging the disclaimer provided, and entering the name of the offender who is being searched. The disclaimer includes statements regarding:

- the potential errors or omissions on the website;
- the possibility of mistaken identification when using the information on the website; and
- legal and illegal uses of the information. The information is made solely available to protect the public and anyone who uses the information to commit a crime or to harass an offender or his or her family is subject to criminal prosecution and civil liability. In addition, any person who is required to register pursuant to Penal Code section 290 who enters the website is punishable by a fine and/or imprisonment.

Vigilantism offences have been evident in the US where, for example, murders of registered sex offenders took place in Washington State in August 2005 and in Maine in April 2006. These offences resulted in the Maine Sex Offender Registry Website being dismantled.

Contacts

For more information visit www.correctiveservices.qld.gov.au or phone 1800 088 534.

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Week 5

Violent offenders:

P1 = essay
P2 = Violent offenders - stalking.

Essay minimum 5 journal articles,
↳ some need to be empirical
  ↳ method, results, quantitative.
  ↳ Referencing APA.

↳ aim for 10 journal articles.

Topic 3: confess, crime, demand characteristics.
innocent, convicted, prison.
confession.

false confession / crime.

↳ Research > library > google scholar.

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Case Study – "Mr X"

Mr X is a 52 year old man who has been court-ordered to seek counseling for his stalking behaviour. Mr X began stalking a now former work colleague approximately three years ago. His wife died three and a half years ago and he states that he is suffering with depression. He first began by following 27 year old Ms T around the office at work attempting to initiate conversation with her. Ms T responded by being polite and would often share a coffee with Mr X during their lunch breaks. After a couple of weeks Mr X started calling Ms T at home. Ms T was at first surprised and a little concerned that he would call her at home. However, she decided not to say anything to Mr X because he had recently lost his wife and she did not want to upset him further.

After a couple of weeks of receiving phone calls from Mr X every night (often multiple calls every night), Ms T decided that she would explain to Mr X that she is happy to converse with him at work but that she would appreciate it if he stopped calling her at home. At this time, Mr X got quite upset and explained to Ms T that he would like to start a relationship with her and that is why he would call her all the time. Ms T informed Mr X that she was already in a relationship. After hearing that Ms T was in a relationship, Mr X became even more persistent. He would often call her up to 10 times per night leaving messages on her answering machine when she refused to answer the phone.

Ms T was very worried about Mr X's behaviour and decided to cease all conversation with him. As a result of this, Mr X began following Ms T home in his car and would sit outside her house for hours on end. This behaviour continued on weekends when he would spend the entire day following Ms T whilst she was out with friends for lunch or doing some shopping. Ms T was aware of this and was becoming quite scared. Subsequently she decided resign from her job where she worked with Mr X and contacted the police in relation to Mr X's behaviour. The police contacted Mr X and warned him to discontinue this behaviour or face the possibility of being arrested.

Rather than being deterred, Mr X became even more persistent as he was no longer seeing Ms T on a daily basis at work. He began taking photographs of her home and Ms T both when she was at home and when she was out. He also began drawing sketches of her house and keeping detailed notes on Ms T's movements. In addition, he would send Ms T cards in the mail and even leave them on the windshield of her car. He would also often place ads in the newspaper declaring his love for Ms T. By this time, Ms T was terrified of Mr X. Again, she contacted the police. Subsequently Mr X was arrested and found guilty of stalking and ordered to complete treatment in a community setting.

During the assessment phase of treatment, Mr X self-reported a number of reasons as to why he started this behaviour. He stated that he felt comforted when he spoke to or was around Ms T and that it helped him remember happier times with his wife when she was healthy. Further, Mr X was so intrigued with Ms T that following her and keeping detailed notes about her movement satisfied his curiosity about her life. After receiving this information from Mr

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X, the psychologist decides to complete a functional analysis to conceptualise this behaviour.
1

Questions

1. Was his behavior stalking?
2. What were the antecedents (i.e. causes/triggers) of his behavior?
3. What were the (problem) behaviors that he displayed?
4. What were the consequences (i.e. factors which served to maintain the behavior)?
5. How might you develop a treatment program for Mr X? (Hint it would involve addressing either the antecedents and/or the consequences)

1. yes → clear actions (letters, photos, following, calls)
2. wifes death, depression, MT left work, Reminder of wife
3. constant persistancy with MT when she said to leave me alone,
4. At first MT didnt mind, no fully restricting action was taken place ∴ he continuesd. wife death, curiosity, distraction.
5. talk through what he went through and how he felt when his wife died and why he was persistant in stalking MT.

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Week 6

Essay Argument.

Introduction - breifly introduce topic.
summarise main points.
make sure your argument is clearly stated - last sentence

Conclusion - summarise the main arguments discussed in the body and reiterate the thesis.

Essay body - 100 to 250 words average each paragraph
flow of body from one paragraph to another.

make an outline / start writing a draft.

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Research Summary

Authors	Research Details
Brick & Stone (2009) mood	One hundred and forty-six 1st graders were given an apple with every meal (breakfast, lunch and dinner) over the period of three months. Using ratings from teachers and parents, it was determined that compared to a control group, children who ate three apples per day threw 17% fewer tantrums.
Tweedle & Dee (2012) weight	This study sampled 96 children between the ages of eight and twelve who were between 10 and 30 pounds overweight. The children were each fed ten apples per week over a period of five months. It was found that the apple-eating group lost an average of six pounds over the five month period compared to a control group which gained an average of two pounds.
Simmons & Stanley (2005) mood	This study sampled 354 children in grades 1 – 5 from Banana Hill Elementary School. The children were split into two groups and either given an apple or an orange with lunch every day over the course of the school year. Pre- and post-study measures indicated that children who consumed an apple per day were 12% happier than children who consumed an orange per day (as measured by the Happy Kid Index).
Love & Lee (2011) intelligence	Sixty-six infants were fed one three-ounce can of apple puree daily from three months to one year old. At five years of age an IQ test was administered to the children as well as to a control group. Results revealed that the experimental group scored an average of five IQ points higher than the control group.
Manzarek & Krieger (2010) body.	This study sampled 548 children in grades 1 – 3 from Hop Scotch Elementary School. Half of the children were each fed one apple per day while the other half were fed no apples over a period of six months. Results showed that children in the apple-eating group suffered from a cold or flu less often than the control group. On average, the apple-eating group fell ill 1.2 times over the six month period, whereas the control group fell ill on average 1.9 times. Interestingly, those in the apple-eating group also recovered from illness more quickly, with an average recovery time of 4.8 days compared to 5.2 days for the control group.
Peters & Paul (2013) fibers	According to the High Fiber Theory, foods high in fiber help to maintain a healthy weight and prevent diabetes. Foods high in fiber include oatmeal, apples and lentils.
Geller, Buffay, & Bing (2006) intelligence	This study sampled thirty-eight sixth graders from Hum Drum Elementary School who were identified as low achievers in their fifth grade year. The students were divided into two groups: Children in group one were each fed two apples per day over the course of the school year while group two were not fed any apples. Results revealed that by the end of the school year, students in the apple-eating group were scoring an average of 12% higher on tests and assignments than the control group.
Lewis & Clarke (2008) stress	Three hundred and twelve preschoolers in the Brisbane school district took part in this study. Over the period of one year, half of the children were fed five apples per week and the other half were fed one apple per week. In a follow-up five years later, children who were fed five apples per week showed reduced levels of stress compared to the children who only ate one apple per week.
Lennon, McCartney, Harrison & Starr (2005) fibers.	According to the Bright Foods theory, eating a diet high in natural sugars boosts the brain's ability to form neural connections and access stored information, resulting in improved memory. Fruits such as apples, grapes and berries are all high in natural sugars.

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Activity: Putting Together an Essay Plan

You have been given the following essay topic:

We've all heard the saying "An apple a day keeps the doctor away." But are apples really as beneficial as the age-old saying implies? Write an essay discussing whether apple consumption is beneficial for children under the age of 12.

You have conducted research and found several articles on this topic. The results of the articles are shown in the table on the reverse of this page.

Your task is to identify your thesis statement and create an essay outline. The outline should consist of three body paragraphs, each with a clear topic sentence and supporting evidence. Use the template below to construct your outline.

Essay Outline Template

Thesis:

eating an apple a day brings psychological and biological benefits in children aged 12 and below.

---

1) **Topic Sentence Paragraph 1:** Some of the biological benefits of eating apples are producing a stronger immune system, weight loss and the ability to maintain weight.

   a) **Article 1:**

   b) **Article 2:**

   c) **Article 3:**

2) **Topic Sentence Paragraph 2:** eating apples have psychological benefits of increased intelligence i.e IQ score and the increased production of neural connections.

   a) **Article 1:**

   b) **Article 2:**

   c) **Article 3:**

3) **Topic Sentence Paragraph 3:** Children eating an apple a day has mood benifits such as decreased tantrums and increased hapiness.

   a) **Article 1:**

   b) **Article 2:**

   c) **Article 3**

colour indicated - research. correlation.

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Week 7-

- False allegations of child physical and sexual abuse (made by professionals)
- False allegations of sexual abuse against a conflicting parent in a divorce case.
- False - memory (repressed memory) syndrome

Repressed Memory

- Existence of repressed memories is controversial
- Unconsciously suppressing unpleasant memories (keeping them out of awareness) for an extended period of time
- Most often related to child sexual abuse
- Problem with acceptance of repressed memories is how they come to be retrieved – through therapy and sometimes hypnosis
- Possible that memories are distorted or even false
- Even when memories are recovered, question of their accuracy remains

Repressed Memory – Case Study

- Case Study – Holly Ramona (18 years old)
- After seeking counselling for anorexia and bulimia, Holly joined group therapy for women with bulimia, of which some had been sexually abused
- Started having 'flashbacks' of her father sexually abusing her and engaging in bestiality
  - Holly took sodium amytal ('truth serum') and recalled in greater detail the 'flashbacks' and being raped by her father (from age 5 – 16)
  - Holly sued her father, who in turn sued the counsellor and psychiatrist who administered the sodium amytal
  - The father was successful in his lawsuit, being awarded $500,000 (much less than he spent on the lawsuit)

Psychological Experiments of Repressed Memories

- False memories of abuse (Ofshe, 1992) – case study – Paul Ingram arrested for child abuse, developed false memories of abuse
- False memories were created by techniques common in therapy sessions , combined with client's ambiguous recollections as evidence of abuse and encouraging them to think about events

7.2.

false allegations and children.

Many studys have recalled childrens recollection of fictitious events.

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australia cant be detained over 8 hours and only minimal questions after

Interrogations.

Three types of confessions: Kasin and wrightsman 1985

setting - isolation.

conduct.. stand / sit
↳ authority violate personal space.
avoid taking notes.

Introduction

false confessions.

maximisation / minimisation.

coercion

false allegations

false interrogations

P1

P2 cognitive. → false Memories. - Offshe, 1992
↳ ethics?

- Loftus, 1983 — school. } 7.1

↳ 1 more false memories.

↳ mental health.

P3. socio cultural. -

false allegations

↳ In children ↗

Indicators approach.

Standard approach

↳ children paragraph.

Find studies with children.

Intro

P2

P1 start

Crime and Conduct

↳ admissable.

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referencing
a counter
argument
(like
it in text
towards war

P1 - false interogations → define

↳ procedures — minimisation
maximisation
- coercion 1996

↳ power of a confession. (Kassin Kiechel)

↳ [once detectives misclassify an innocent person as guilty, they often subject him to an accusatorial interogation. where getting a confession is particulary important when there is no other evidence against the suspect.]

— interogation setting (use table)

— concluding sentence.

P2 - Cognitive mental impairments. → define

- false memory metion
Ofshe 1993 → explain cognitive

Eddie joe Lloyd
14 year old split personality → describe their mental illness (define)

— concluding sentence

P3 - How ones values have an impact on children + coture / racism → define.

Loftus false memory mention → explain guilty

1989 Central Park jogger case — explain type of confession

- need aboriginal / racism one.

— concluding sentence

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